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ABSTRACT

Twenty-four symposium participants from across Canada, all working in some way on language development in Native education, presented summaries of their work and then identified the most serious and widespread problems in the field and made recommendations for improvement. Six major problem categories were identified: (1) language and language problems are important throughout the school curricula, not merely in language arts programs; (2) communication and cooperation among all parties in Native education must be improved; (3) all teachers must be trained to understand and deal with language problems; (4) Native dialects of English or French must be better understood and respected by workers in Native education; (5) there is a shortage of teachers trained to deal with Native language development; and (6) there is a shortage of curriculum materials for Native language development. Recommendations addressing the problem areas dealt with adopting the principles of bilingual education, establishing communications among people involved in Native language development, improving teacher training, creating curriculum materials, and identifying sources of funding. Recommendations for TESL (Teaching English as a Second Language) Canada included instituting a special interest group and a newsletter to deal with issues of language in Native education, and organizing meetings on the subject. (JHZ)

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TESL CANADA

SYMPOSIUM ON LANGUAGE DEVELOPMENT FOR NATIVE PEOPLES

Winnipeg, March 27-28, 1982

FINAL REPORT

May 1982

U.S. DEPARTMENT OF EDUCATION
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SUMMARY

The TESL Canada Symposium on Language Development in Native Education was held in Winnipeg on March 27-28, 1982. Twenty-four participants, and two observers, from across Canada attended; all work in some way on language development in Native education (see list of participants, p. 55). The participants gave brief reports on their (or their projects') work and problems (see pp. 9-34). It soon became evident that regardless of the region, or of which Native or national language(s) were at issue, there are several serious problems and issues that must be attended to. Constructive solutions will require not only administrative, but also political and financial, co-operation between the appropriate Federal and Provincial Ministries and Departments, universities, teacher education programs, teacher associations, school boards, and Native organizations and communities.

The most serious and widespread problems can be categorized as follows:

1. Language and language problems are important throughout school curricula, not merely in language arts programs. All teachers have a role to play in language development.

2. Communication and co-operation amongst all parties in Native education - government, researchers, educators, and Native communities - must be improved and increased.

3. Teachers must be trained to regard language problems as important, not to confuse them with developmental problems, and to deal with them.

4. Native dialects of English (or French) must be better understood and respected by workers in Native education.

5. There is a shortage of teachers and instructors trained to deal with language development - of national *or* Native languages - in Native education.

6. There is a shortage of materials - be they curriculum materials, teacher guides, sourcebooks etc. - for language development in Native education. This shortage relates in part to lack of funding for, and communication among, materials developers, and in part to the difficulty of either getting materials published commercially or publishing one's own materials with the technical qualities of commercial publications.

The participants then met in small groups, organized around particular topics, to prepare recommendations aimed at solutions to these problems. Subsequently, the resolutions were discussed and approved by the Symposium as a whole; additional recommendations were proposed by this general meeting.

The recommendations were then edited and listed in the full conference report, to be circulated to the participants and TESL Canada's members for review (see pp. 35-54). The import of the major recommendations can be summarized:

1. All parties involved in language development in Native education should recognize that language issues are important throughout the education process, that the needs of all Native language speakers have equal claims, and that the basic principle behind language development in Native education *must* be bilingual education (i.e., involving a Native and a National language).

2. Teachers dealing with Native students should *all* be responsible for, and trained to cope with, language problems and language development. Such training should include pre- and in-service training programs. Special attention must be given to training, organization, and a newsletter for Native teachers, instructors, and teacher aides.

3. More funding must be made available for the development of teaching/learning materials for ESL, ESD, and Native languages. Such materials must properly take into account Native cultural, communicative, and learning patterns. Materials must also be produced comparable to commercially published materials, in technical quality and visual appearance.

4. Better communication facilities are needed for virtually every group involved in language development in Native education, as regards communication both among members of any group and among different groups, namely curriculum developers, teachers, Native parents and communities, government and other programs, teaching institutes, school boards, etc.

5. Research must be done on the prevalence and nature of dialects of English (or French) among Native students, on the relationship between these dialects and "standard" English/French, and on appropriate teaching/learning materials and strategies for these students.

6. TESL Canada itself should, in addition to playing its role in the appropriate recommendations, institute a special interest group and a

newsletter to deal with issues of language in Native education, should organize meetings on the subject, and should lobby other organizations, governments, and institutions to sponsor/hold meetings on these concerns.

The Symposium's participants generally concurred that implementation of these general principles, and the specific recommendations pertaining to them, is necessary if language development in Native education is to take a creative and fruitful course. It must be emphasized once again that this goal necessitates the administrative, political, and financial co-operation of all the groups and institutions concerned.

INTRODUCTION

The present report recounts the proceedings and recommendations of the conference on language development for Native peoples. The conference was organized by TESL Canada and funded by the federal Secretary of State for Multiculturalism and the Department of Indian Affairs and Northern Development. It was held in Winnipeg on March 27-28, 1982.

TESL Canada agreed in the summer of 1981 that a conference on language development for Native peoples should be held under its sponsorship. Despite persistent efforts, however, TESL Canada was unable to obtain funding for the meeting until early in February 1982. The funding agreement stipulated that the funds had to be disbursed before the end of March 1982. Given such time pressure, it was not possible to recruit delegates to the conference through the usual means of referring the question to the provincial affiliates. However, we were able to contact participants from eight provinces (not New Brunswick or Prince Edward Island) and from the Northwest Territories. Twenty-four sponsored participants and two observers attended.

The purpose of this draft report is to give interested people across the country an opportunity to comment on, augment, criticize and support the information and recommendations given here. It is crucial that TESL Canada receive a thorough review of this material. If we can produce a final report that can legitimately be described as a national statement of views on language development for Native people, then TESL Canada, and we as individuals, will have a document which we can take to governments, school boards and other agencies to support our claims that improvements should be made in the field.

Native educators have not had a strong voice because we have felt isolated; a united presentation of views should be an important factor in gaining improvements at the national, provincial and local levels.

NOTE

Throughout this report, "bilingual" refers to persons who are bilingual in a Native language and either English or French, unless otherwise specified.

AGENDA

Saturday, March 27

09:00-10:00 - Greetings and conference overview by Nick Elson, President of TESL Canada

- Agenda outline by Barbara Burnaby, conference co-ordinator

10:00-12:00 and 13:30-14:30 - reports from participants on programs and concerns in their regions

14:30-15:30 - discussion of central topics on which recommendations should be made

15:30-17:30 - small "topic" group discussions on recommendations under each group's topic

Sunday, March 28

09:30-11:00 - reports from secretaries on group discussions

11:00-12:30 - discussion of general recommendations and plans for followup activities

PARTICIPANTS' REPORTS

The following are condensed versions of the reports given by the participants: they have been arranged by area, beginning with the North-West Territories, then British Columbia, then moving eastward.

Mick Mallon

Teacher Education Program

Frobisher Bay, NWT

Mick was unable to attend the conference but he prepared a videotape with accompanying charts to present his message. The title of his talk, "A Plea for Yin and Yang", emphasized that ESL teaching can only be effective if seen in the perspective of Native language development and needs.

He pointed out that motivation for a student to learn ESL may differ in various situations. Students in foreign countries are likely to have an instrumental motivation. That is, they are likely to want to learn English because it will help them fulfill some purpose. Immigrants to North America, on the other hand, are likely to want to learn English because they want to become a part of North American, English-speaking society, an integrative motivation. Mick argued that many Native people are instrumentally rather than integratively motivated to learn ESL, because they live in communities which operate almost entirely in their own Native language and culture. They only need English for specific purposes.

English teachers in communities where the Native language is the major language of communication often begin to teach in a way which Mick calls "the path of frustration". They begin to teach English in the same way that they would teach

English-speaking children. Then they discover ESL, and as their understanding of ESL grows they gain a broader linguistic and cultural awareness. But this knowledge usually just feeds back into their ESL teaching. There is still something that prevents them from seeing beyond the classroom to the linguistic and cultural realities that influence their students; their classes still tend to be assimilationist.

Mick suggests that this cycle can only be broken if the linguistic and cultural awareness leads to an appreciation of Native languages and cultures. This, in turn, should lead to close co-operation between English language programs and Native language and cultural programs. Thus ESL teaching would eventually become in tune with the students' background, needs and purposes.

Cathy McGregor

Program Specialist - English

NWT Department of Education

Cathy said NWT schools had to consider both Native languages and English. They have had ten years of struggling with bilingual/bicultural education. In the last few years there has been a separation of Native language work from English components, but she hopes this will change. In Native language community development projects the common problems are:

1. need for in-service training for community teachers
2. need for materials development
3. need for co-ordination of materials among projects

4. need for frameworks or blueprints for programs

5. need for good uses of the hundreds of pieces of Inuktitut and Dene material

In contrast with the active Native language developments, ESL/D materials are virtually non-existent. The NWT Department of Education is now trying to put together a language development program. Because of limited opportunities for in-service training, the general problems of distance, and high teacher turn-over, it is necessary to prepare a thorough guide for teachers. The emphasis is on culturally relevant theme units rather than on a workbook approach. They hope to encourage integration of languages with courses across the curriculum, using meaningful contexts wherever possible.

Other projects that are being worked on in the NWT at the moment are the implementation of an in-service package and the development of a community information package on choices for language in school. The purpose of the latter is to help communities make decisions about programs for their local schools.

Cathy raised the following issues because they had not yet come up in the discussion:

1. How can we assess proficiency in Native languages and English? What instruments are effective? What language functions should we test for?

2. How can we guide teachers to distinguish language problems from developmental ones?

3. How can we develop sequenced materials in English or the Native languages, when most schools have multigrade classrooms?

4. How should we co-ordinate oral and written language development in Native languages and in English?

Verna Kirkness

Supervisor

Native Indian Teacher Education Program

University of British Columbia

Verna began by talking about her experiences, going back to 1970, with the Manitoba bilingual education programs. Although the people in the Manitoba programs were working hard then to do a good job of using Cree as the medium of instruction, they were also working to have ESL approaches used for English language teaching. They also had worked with inner-city schools to have ESL needs recognized as distinct from learning disabilities. A great deal of ESL teacher training was needed then, and still is.

Verna is now supervisor of the Native Indian Teacher Education Program at the University of British Columbia. ESL training is not compulsory in that program; she thinks it needs a lot more attention.

Some discussion followed concerning the Canadian Indian Teacher Education Programs conference which Verna and some of the other participants had attended in Winnipeg the previous week. ESL had been considered there but had not been a major focus. Several participants suggested that the CITEP

conference would be a good forum for further work on our concerns in language development for Native peoples.

Mary Ashworth

Language Education Department

Faculty of Education

University of British Columbia

Mary explained briefly the programs in British Columbia related to language development for Native Peoples. At the University of British Columbia there are courses in teaching ESL. The Faculty of Education at UBC has some Native students, who go through their regular program, and many more non-Native students who may or may not be oriented toward Native concerns in education. The University of Victoria has a one-year program for Native teachers, and is thinking of extending it to two years; Dr. Richard King is in charge of the program. However, since these qualifications do not match the provincial teacher standards, graduates are often considered to be teacher aides. Simon Fraser University has an ESL training program, although the program does not have a strong concern with ESL for Native students, or with Native language issues. June Wyatt is in charge of the program. British Columbia universities are not addressing the issue of standard English as a second dialect, but they should. The Vancouver school boards offer workshops dealing with Native education.

Mary mentioned a workshop that she and Mick Mallon had given last year in Alaska. There, every teacher is considered responsible for the total language development of the students - ESL, ESD and Native language; Mary feels that we should consider this approach seriously. Language is central to all teaching; all

teachers should be trained to understand, and deal with, all the roles that languages can play in the classroom. Problems often arise in Native education because our colleagues do not perceive this central importance of language.

Comments were then exchanged about the draft report -- recently released by the British Columbia Ministry of Education -- *Language Tests for Native Indian Students*, by Peg Klissner. All who had seen it agreed that it was an excellent guide. People should write in support of the report so that enough copies will be printed to meet the demand that we expect. Write to:

Dr. Ian Cameron
Curriculum Co-ordinator
Ministry of Education
Parliament Buildings
Victoria, British Columbia, V8V 1X4

(604) 387-5031

Alan Haig Brown

Native Education Co-ordinator, School District #27

Williams Lake, B.C.

The school district that Alan works for covers 25,000 square miles and provides services to 700-1,000 Native children. The Native groups represented are Shuswap, Carrier and Chilcotin. Some children speak the Native languages and others don't. There are some ESD concerns.

Alan says that educational work in his board does not look at language in terms of Yin and Yang. There are some mediocre to excellent Native language programs, but they haven't been integrated into the English language arts programs. There is a lot of resistance to anything that will add to teachers' workloads. Teachers seem to be defensive about ESL. Native language teaching

seems to be a motherhood issue, but ESL and ESD are almost ignored.

Alan said that more study of the processes of inter-ethnic communication and sociolinguistics would be helpful. He thinks that students would benefit from study skills training, peer counselling, and assertiveness training in using English; as for their Native language, students would be helped by study of its structures, and of translation skills.

Joy Wild

Consultant/Student

University of British Columbia

Joy does consulting work in interior communities; She also works with the Shuswap Native language program.

She explained that most language situations in B.C. Native schools were now ESD situations. Teachers' negative attitudes to non-standard dialects of English are still a major problem. When teachers do try to help ESD students, the teachers tend to focus on grammar.

Joy thinks that the sociolinguistic aspects of communication are the real core of communication problems. She also pointed out that any distinction between curriculum materials development and the curriculum itself is artificial.

In doing some work with schools around Williams Lake she has found that teachers want to consider the English and Native language components of the curriculum from an integrated point of view, at least at the kindergarten to grade three levels.

Ian Sewall

Little Red River Reading Society

John D'Or Prairie, Alberta

Ian introduced himself as representing not only the Little Red River Reading Society for whom he works, but also Sr. Bernadette Gautreau who has been developing ESL materials for the Northland School Division in Alberta. He showed materials developed by both projects.

The Reading Society is a band organization with the purpose of developing reading materials. They have produced materials in both English and Cree.

Ian feels that materials must come from within the community so that the content will be built on local interests. Parents should be involved in decision-making and production. It is also important that materials be well printed.

Harley Ast

Program Co-ordinator

Saskatchewan Indian Federated College

Regina, Saskatchewan

Harley explained that the Saskatchewan Indian Federated College of the University of Regina has an open admissions policy. Indian Affairs funds the program. Students can take non-credit and credit university courses.

Harley co-ordinates the mathematics, English and study/life skills aspects of the program. Roseanne Glass is the ESL specialist.

Many Native people coming to the university have not had the usual academic preparations for university work. The university must find ways of preparing students for the academic work they are required to do.

Barbara McLeod

Curriculum Developer

Indian Languages Program

Saskatoon Indian Cultural College

Barbara works in the Indian Languages program of the Saskatoon Indian Cultural College. They have been developing materials for Native language programs in Saskatchewan since 1972. They also conduct teacher training courses. Work would continue more quickly if they were not so understaffed.

She showed us the materials that they have been working on - guidelines and support materials for oral Cree and Saulteaux from kindergarten to grade two. The guidelines are very detailed because the teachers may not have had much training. The materials are based on the principle that children should get a good passive knowledge of the language before they are required to speak much. Also, reading is delayed until about grade two.

Ida McLeod, who would have attended the conference if she had not been ill, has revised the Mary Edwards *Intensive Language Course In Cree* for use in junior high and high school Cree programs.

Louise Shelly

Bilingual Program Co-ordinator

Lac La Ronge Indian Board

La Ronge, Saskatchewan

Louise has been working for the Lac La Ronge Band for five years. There are four provincial schools and an alternative school in the area. The goals for education in the La Ronge area are to:

1. maintain pride in Native identity
2. retain Native language and culture
3. teach skills necessary to participate in the mainstream of the economy
4. achieve full bilingualism and biculturalism.

Louise does teacher training. She is concerned that regular teacher training is not producing teachers who are culturally aware, or who understand ESL teaching or linguistics.

She is hampered in her work by the fact that the language situation is rapidly shifting from Cree-dominant to English-dominant; television and roads are bringing about the shift. Problems also occur in deciding on an orthography for Cree and in getting materials printed so that they look good enough to compete with the regular commercially published materials.

The materials they have been working on are an attempt to integrate English and Native language teaching. Their English materials are directed towards errors

that the children commonly make. The teacher guides are very important, since they must really train teachers as well as give them ideas. The guides give detailed instructions, but also try to foster creativity on the teacher's part.

Mary Jane Kassian is working on Chipewyan language materials in northern Saskatchewan.

Srini Reddy

Language Development Consultant

Frontier School Division

Manitoba

Srini works on both Native languages and English. The Frontier School Division has been working on a *Language Development Handbook for Students with Limited Language Proficiency*. The handbook has proved fairly successful in the elementary schools; one for the secondary schools is being prepared. It is important that the problems of students with limited proficiency in English or a Native language be recognized.

The Manitoba TESL conference now has a significant number of sessions on the language needs of Native people, but there is still need for more communication so that Native education people can learn what others are doing. It is also important that there be good communication between education authorities and parents. It is often the case that people who come forward as Native spokesmen are not really representative of general opinion. It is also true that we haven't been providing the communities with enough information. Proper decisions cannot be made until everyone, including the communities, has adequate information about the options available. We need to find ways to get information

spread to schools and communities in an interesting and comprehensible form.

In terms of teacher training, there is little or nothing offered directly for English language in Native education. There is a fair amount on Native languages and culture, but English language concerns for the north always seem to slip through the cracks. In-service training should be strengthened to help teachers with the survival skills that universities can't always give them. In-service in northern Manitoba can be tied in with BUNTEP, the Native teacher training program at Brandon University. BUNTEP offers most of its courses off-campus in northern communities.

Strini also mentioned the need for English and Native languages to be integrated in the schools.

Emma Gossfeld

Curriculum Field Worker

Manitoba Indian Education Association

Thompson, Manitoba

Emma said that it is important to look at the total picture in native education. As a learner of ESL herself, as a teacher and a materials developer, she has had a chance to see things from various angles. She wondered why some good programs die or don't get the distribution they should. She has found that teachers are always anxious to get new ideas and activities; yet some are resistant to change.

She said that a number of things in native education need to be thought through and explained to people. She gave the example of an elder in northern

Manitoba who complained that they couldn't very well judge a curriculum if they didn't know what a curriculum was. In Split Lake, where 50% of the teachers are Native, decisions must be made about interpreting in classes.

A course is needed to train interpreters/translators. There is also a need for regularization of certification for both ESL and Native L1 and L2 teachers, and for workshops in the Native languages. ESL training should be offered in Native teacher training programs. Many teachers seem to be aware of the need to teach ESL even if they don't know the term "ESL".

The curriculum committee of the Keewatin Tribal Committee is developing Native studies materials for early childhood education. They feel that Native studies should be begun at the nursery level, not held off until grades seven, eight, or nine. The committee's areas of concern are: Native studies, languages, teacher training, professional development, and orientation for teachers going into communities.

John Nichols

BUNTEP

Brandon University

John teaches in the Brandon University Teacher Education Program, which offers courses toward teacher certification both on its campus and on-site in northern communities in Manitoba. From his experience teaching Native languages, and with teacher training programs in Manitoba and elsewhere, John singled out the following points:

1. English and Native language arts should be integrated. No aspect should be seen as an "extra" to a total school program.

2. There should be efforts made to get information about options in language education to people in native communities. These people are now being asked to make decisions but do not have all the necessary information.

3. When new curricula, local control or other innovations are being implemented, time must be allowed for information to be disseminated to all people involved and also for the innovation to really settle in before it is evaluated.

4. Should teachers who are themselves second language and second dialect speakers of English have the primary role in teaching ESL/D in Native schools, or should schools adjust their allocation of personnel so that English speakers specialize in teaching ESL/D and Native speakers in teaching subjects other than English language arts?

5. Much more work is needed in teaching Native oral literature: collecting, transcribing and editing stories and preparing them for classroom presentation.

Florence Paynter

Native Education Branch

Manitoba Ministry of Education

Florence said that the programs she deals with are working toward an integration of English and Native language development. There are five schools in Winnipeg which are involved in implementing Native language programs. Strategies for teaching languages in Native education are needed.

Jim Frey

Native Education Project

Native Education Branch

Manitoba Ministry of Education

Jim works with Native children in urban schools. Some inner-city schools in Winnipeg have 25% to 95% Native pupils. Many of these childen were born or raised in the city; few now migrate back and forth from the reserves. Most children speak English as their first language but have second dialect problems.

The materials the project is developing show Native people in their daily activities in the city. A variety of family structures are shown. One theme is "moving", since the Native population is very mobile within the city; another is community helpers. The program aims to integrate material on the city environment, social structures, languages and Native values. The approach is child-based and experience-centred.

Work is now proceeding on Native language programs; two teaching positions have been allocated to them. Since the children are inclined to move

from school to school frequently, establishing continuity in Native language program is a problems. Bussing is being considered. Communication between the schools and the community, regarding the community's wishes, is also a problem. The Native language and culture programs would be strengthened if more elders were invited to participate in the schools.

Jim feels it is important that language development and Native studies not be taught as discrete units, but rather be distributed throughout the entire school curriculum.

Jim introduced Juliette Sabot, an early childhood education specialist in Native Education with the Native Education Branch of the Manitoba Ministry of Education. She is working to provide language development materials to parents of pre-school children.

Pat McManus

Regional Curriculum Advisor

Department of Indian Affairs

Manitoba

Pat said that the Manitoba Regional Office of the Department of Indian Affairs is working hard to develop a co-operative relationship with the Frontier School Division. The main thrust of their efforts has been to provide a good in-service training program. There is much interest among teachers in northern schools in using language experience methods, particularly in getting children to read and exchange their own work.

Mary Mitchell

Co-ordinator, Native Language Programs

Lakehead University

Mary's main job is to run the Native language instructor programs held at Lakehead in the summers. During the rest of the year, she teaches ESL to foreign students and conducts the introductory Ojibwe course where she meets Native Teacher Education Program students. She and the NTEP students have been considering two general ideas about English language teaching:

1. There is a lot of Native language loss in the north, but little corresponding rise in English proficiency. There are at least three fronts on which we could be working to enhance English language development in school – language through activity, language through emotion, and language through intellectual excitement.

2. Mary proposed the acronym ESB for English as a second behaviour. There is a need to teach appropriate behaviour to accompany accurate grammatical knowledge. Role playing and drama can help teach the functional aspects of English.

Mary pointed out that the Northern Native Language Project found that teachers in northern Ontario were not trained in ESL, and that many of them treated children's language problems as special education problems. These teachers also thought children fluent in English by about grade three, because the children had learned enough English to "get by" superficially. Mary thinks we should investigate whether such children are fluently bilingual and, if they are not, why teachers

nevertheless think them to be.

Finally, Mary talked about some of the successes and problems she had had in getting materials for languages in Native education published. She indicated how long a "slick" publication can take. She also mentioned some advantages and disadvantages of having a government publish something. She suggested that we encourage commercial publishers to approach governments about co-publishing materials which governments are reluctant to reprint or distribute widely.

Marianna Couchie

Education Officer

Ontario Ministry of Education

Northeastern Region

Most of the schools Marianna works in have at least a few Native children; some have a very high proportion. In northeastern Ontario some Native children have Cree as a first language, and others a non-standard dialect of English. School language concerns therefore include ESL, ESD, and Native languages as first and second languages. The main issues are:

1. Lack of curriculum and materials

2. Need for more trained native teachers

3. Need for a framework to upgrade the qualifications of Native teachers, Native language instructors, and teacher aides

4. Native language, and ESL/D programs are still seen as "frills". How can we get them inside regular education programs?

5. Teachers often say that ESL/D students speak English "well enough": consequently, the teachers gloss over language problems. Teachers need to learn to recognize special language needs.

6. Need for continuity in school policies based on community views. Teachers come and go, but a community can maintain policy continuity through school board action and other means.

7. School boards should work together on materials for Native education. Native material must permeate the whole curriculum - science, physical education, music, etc. Community input must be ensured.

8. Native curriculum co-operation is a good place to start in relieving tensions between school boards, the Ministry of Education and local communities. When people agree on objectives and a plan of action, they have a framework for co-operation over a number of years: through the development, training and implementation stages.

9. Work needs to be done to develop Native language programs for high schools.

Kelleen Toohey

Faculty of Education

Simon Fraser University

Burnaby, British Columbia

Kelly reported on her doctoral thesis which she had just completed at the Ontario Institute for Studies in Education. During her work on the Northern Native Languages Project, she was concerned that many teachers in northern Ontario considered children who had come to school speaking only Cree or Ojibwe as fluently bilingual by about grade three. Yet the children were not doing very well in their school work as compared with English-speaking children in towns.

She believes it important to find out how well the Native-speaking children did speak English, and why teachers thought that the children's English was adequate. She therefore devised a test of several English language functions, and tested children in Cree- and English-speaking communities on James Bay. The Cree- speaking children could make minimal responses required in classroom situations, but were not nearly as fluent in other functions as the English-speaking children.

Barbara Burnaby

Research Associate

Ontario Institute for Studies in Education

Barbara talked about the results of the Northern Native Language Project for real development in Ontario Native education. The Ministry of Education is working on a policy for languages in Native education, which she hopes will be released soon.

Barbara and other people at OISE are working on an ESL and initial reading program for kindergarten to grade two in northern Native schools. This project, jointly funded by the Ministry of Education, the Department of Indian Affairs and OISE, owes its existence largely to the recommendations of, and intergovernmental co-operation from, the Northern Native Languages Project.

The Department of Indian Affairs will probably sponsor a course in ESL at York University this summer for teachers of Native students. An attempt was made to offer this course last year but enrollment was not high enough. It is hoped that this year better publicity will attract enough students that the program can go ahead.

Barbara talked about the problem of serving many masters in developing curriculum. It is important to be close to communities for their input and reactions, but financial requirements force curriculum developers to aim at as wide an audience as possible; it is hard to get close to all the communities which would like to be involved. Next, the agencies which fund large projects all have their own requirements, policies and agendas. Then, if a publisher is to be involved, he has his concerns about production costs and marketability. Finally, there is the academic accountability to prove in scholarly terms that the project is a unique innovation in education.

Since "slickness" of production of materials had been a constant theme at the conference, Barbara mentioned the efforts and expenses necessary for a project's ensuring that a commercial publisher would undertake production of its material.

Janet Meloche

Pedagogical Counsellor

Cree School Board, Quebec

Janet described the Cree School Board situation. There are seven communities involved. The children who come to school are predominantly Cree-speaking; Cree is taught as a subject of instruction in all grades. All the communities offer both English- and French-medium schooling, and ESL and FSL programs within those. Children's switching back and forth, to and from the French and English programs, creates problems.

The role of Cree in the schools is a serious problem. There has been a good deal of community debate about what role Cree should play as a medium of instruction. At the moment local people's opinion fluctuates, between having Cree kindergarten and having English/French kindergarten.

A Cree kindergarten mathematics program is now almost complete. However, not enough work is being done on curriculum materials developed for the Cree language arts program. Cree high school courses have been non-credit until now, but it seems that they will now become credit courses.

Ann Grace

Kativik School Board

Quebec

Ann explained that there are eleven schools in the Kativik Board, all in Inuktitut-speaking communities. As a general rule, schooling is in Inuktitut from kindergarten to grade three. Parents can then choose whether their children will have English or French schooling. Some schools start English/French schooling earlier, depending on the community's wishes. English or French as third languages are not required.

Most ESL is now taught by non-Native teachers. Inuit teachers are now also being trained to teach ESL. Teacher training is done on-site through McGill University. Since many of the trainees are Inuktitut-speaking, classes are mostly in Inuktitut.

Research into Inuit learning styles, and program and materials development, are being carried out in connection with the teacher-training activities. Any program development is done in close co-operation with classroom teachers.

Ann identified major problems in dealing with language in a multilevel classroom and with the lack of specialized training for non-Native teachers who come to teach in the north. Non-Native teachers generally need preparation in language across the curriculum, ESL methods and knowledge of Inuit learning styles.

Mention was made of a videotape Kativik had prepared to show parents how the Inuktitut reading program was conducted and how they could help their children

with reading. Ann said that videotape was a useful medium for communication in the Kativik area, and that locally made tapes were sometimes shown on television as well as on local VTRs.

Penote Antuan

Vice-Principal

Peonamin McKenzie School

Sheshatsiit, Labrador

Penote described how they were trying to start a teacher training program; there is a joint proposal for co-operation between the University of Quebec at Chicoutimi and Memorial University.

The teacher training program that is now in place has had an up-and-down history over the past three years. One teacher will graduate this spring (at Davis Inlet), and perhaps two next fall.

Funding problems are serious, and complicated by the fact that most Labrador Native people are non-status. The province now administers funds, but the local people have been negotiating to get Indian status and hope that will be finalized soon.

John Prosper

Micmac Teachers Education Program

Truro, Nova Scotia

John pointed out that Native teacher education was a new thing in Nova Scotia. Special considerations of ESL or ESD have not been established yet. He said that their program was looking for materials and programs on which they could base their work.

It was mentioned that the Nova Scotia Ministry of Education, the Nova Scotia Museum and the CBC had in co-operation produced a series of five Micmac television programs. They provide an interesting example of what can be done through television for Native language and cultural education.

Paul Robinson

Atlantic Institute of Education

Halifax, Nova Scotia

Paul was encouraged to hear about all the various projects that are going on. He mentioned past meetings at which people were able to get together to discuss Native education, and said that conferences on language in Native education had not been held in a while.

Paul suggested one resource available to us for professional help in curriculum materials development: the Canadian Book Information Centre, established through the Canada Council. It has funds, through the Canada Council and the Secretary of State, to teach people how to develop learning materials. It also provides to teachers and librarians information on Canadian materials from

across the country. Native authors' work is included: there is a forty-page bibliography of it, compiled by Paul. The bibliography is available through the ERIC Clearinghouse system.

Paul argued that teacher education should stress Canadian material. Few education courses use Canadian textbooks or make reference to Canadian life and regional differences. School curriculum should be organized to maximize the Canadian context. A core program, focussing on Canadian content for Canadian education, is being initiated at the College of Cape Breton.

IRECOMMENDATIONS

The following recommendations have been compiled on the basis of the discussion at the Symposium. Discussion was held in plenary session of all participants and in groups on specific topics. Each "topic" group produced recommendations under that topic. Inevitably, some groups' recommendations overlapped with others'; some groups also produced recommendations about other topics. The recommendations are here arranged by topic, regardless of which group produced them. Recommendations that overlapped have been combined or deleted, as appropriate.

Perspective

Throughout the symposium there was general agreement that no aspect of language services to Native peoples should be considered separately; issues concerning English as a Second Language (ESL), standard English as a second dialect (ESD) and Native languages must always be considered in the light of one another. The group decided that the term "language development" would be used to refer generally to language services to Native people. It was also decided to use the term "Native peoples" to refer to status Indians, non-status and Métis people, and Inuit. The common, and the individual, needs of these groups deserve attention.

1. *Governments at all levels, other administrative agencies and universities should demonstrate in any work involving the language development of Native peoples:*

   a) *that the needs of all relevant Native peoples, status, non-status or Inuit, have been provided for*

   b) *that the effects of English language development on Native languages and vice versa are taken into careful account.*

2. *All ministries of education and school boards should adopt and implement the policy that every teacher, pre-school to post-secondary, is responsible for developing language in students.*

"Bilingual education" was the term used at the symposium to convey the sense of integration of English and Native language development in education. It has different definitions, because there are different balances between English and Native languages in Native community life in different parts of the country. Bilingual education could mean English-medium education, perhaps with an ESD component, and Native language as a subject of instruction, or it could mean a Native-medium program with English introduced as a second language. There are many educational models for arranging the English and Native language components.

3. *The Department of Indian Affairs and the ministries of education should adopt the principle of bilingual education as a perspective to be applied to all education programs for Native peoples.*

4. *The Department of Indian Affairs and the ministries of education, in co-operation with specialists in Native language and education and with TESL Canada, should research, decide on and implement appropriate models of bilingual education for each province and territory in Canada with the exception of Prince Edward Island (which has a very small Native population).*

5. *The Department of Indian Affairs and the ministries of education should jointly annually sponsor a national summer institute on native bilingual education to train personnel to teach, administer, evaluate, and develop materials for, Native bilingual education programs.*

Members of Native communities are increasingly being asked to make decisions about education for their communities. They cannot be expected to make decisions about bilingual education if they do not have access to comprehensible information about the options available.

6. *The Department of Indian Affairs and the ministries of education should make funds available so that a team of specialists from each province and territory can prepare and distribute information packages on the various models of bilingual education selected for that province or territory. Multimedia presentation should be*

provided for, and the material must be presented in the Native languages for Native-speaking communities.

Communications

One of the most exhilarating aspects of the Symposium was the participants' excitement at having an opportunity to exchange views with colleagues from across the country who were working in similar situations. People in the field of language in Native education do not often get together: many work in isolated areas and travel expense is great. A main concern at the Symposium was to find ways in which communications could be increased. One step was to work towards establishing a body which could collect and channel information. It was unanimously decided that TESL Canada was a suitable parent organization for such a body.

7. TESL Canada should establish a special interest group to be designated "Language Development in Native Education".

Since TESL Canada has not established a procedure for including special interest groups under its aegis, it is not certain that the communications organization will be established in this way. Nevertheless, the participants felt that it was necessary to make arrangements for the initiation of certain activities in the

meantime. The participants from Winnipeg agreed to cooperate in beginning a national newsletter to inform people in Native education about activities and events related to language development. Jim Frey is the contact person for the newsletter.

8. *TESL Canada should pursue the possibility of obtaining funding for the newsletter.*

9. *TESL Canada should inform its provincial affiliates that the newsletter has been established, so that affiliate members can provide items of interest and names of people who would like to subscribe.*

10. *TESL Canada, or its special interest group on language development in Native education (should it be established), should ensure that some person or group takes the responsibility for editing the newsletter.*

A good deal of the discussion at the Symposium centred on the need for workers in Native education to be informed about materials that are being developed for Native education. The need for a clearinghouse on research and materials for Native education was discussed. There are several collections of such material, for example that under the supervision of Dr. Barbara Elliot at the British Columbia Provincial Museum. Two participants from Saskatchewan, Harley Ast and Louise Shelly, volunteered to find out what collections exist and what services the collecting agencies offer for disseminating information.

11. *TESL Canada, or its special interest group on language development in Native education, should:*

    a) *inform its constituents, through the new Native education newsletter and the TESL Canada network, about collections of Native education materials*

    b) *encourage workers in Native education to send samples of their materials for documentation in appropriate collections.*

Participants were concerned that people in the field of Native education are not able to get together often to discuss language issues. Most provincial ESL conferences, for example, do not have many sessions on language in Native education; Manitoba's conferences are a notable exception. Various means were suggested for bringing language in Native education forward for extensive or intensive discussion; one resource is the provincial ESL conferences.

12. *TESL Canada should encourage its provincial affiliates to take steps to ensure that a number of sessions on language in Native education are offered at their provincial conferences and that publicity on those sessions is distributed among workers in Native education.*

Another resource is the TESL Canada conferences.

13. *TESL Canada should consider making language development in Native education the focus for one of its national conferences, perhaps the 1983 conference in Edmonton.*

Yet other resources are facilities and funds for special meetings for intensive discussion. Paul Robinson mentioned such possibilities as having the Association for Canadian Studies (Jim Page, Seneca College, Toronto) sponsor a meeting for discussion of a specific issue in language development in Native education, for example materials development or providing information to teacher trainers.

14. *TESL Canada, or its special interest group on language development in Native education, should pursue financial support for special meetings on language in Native education.*

Finally, a number of other relevant conferences were suggested. The organizers of these conferences could be encouraged to provide sessions on language development in Native education. Among those mentioned were the Canadian Indian Teacher Education Conference, the conference of the Canadian Council for Teachers of English, and the International Reading Association.

15. *TESL Canada, or its special interest group on language development in Native education, should send copies of the final report of this Symposium to organizers of major conferences on language/literacy*

education and encourage them to offer sessions of specific relevance to Native education.

Standard English as a Second Dialect

Teaching standard English as a second dialect (ESD) came up frequently in the discussion. A major problem in ESD is that teachers and public are not clear in their understanding of the nature of dialect differences. Research, teacher training and materials development would be greatly improved if agreement were reached on a definition of ESD. Participants felt that it should receive special consideration, as distinct from ESL or the teaching of language to standard English speakers. They felt that many Native students do not speak standard English and that little is being done to meet these students' special needs.

The recommendations below were mainly drawn up by a small group focussing on ESD. Others are included in the sections on teachers and teacher training and on materials development.

16. TESL Canada should develop a working statement on dialects, to include definitions and consideration of:

a) grammar

b) sociolinguistics: cultural differences in rules underlying language use (verbal/non-verbal)

c) functions of language.

This statement should include discussion of the following basic issues regarding how educators relate to students who speak ESD:

a) teachers must accept students' dialects as valid, viable forms of communication in their community and encourage students to retain, develop and use their home dialect, while at the same time

b) opportunities must be provided for students to add standard English as a second dialect to their language repertoires.

Work on ESD for Native students is hampered by the lack of research, either into the characteristics of Native dialects of English or into appropriate teaching methods and materials for Native ESD classrooms.

17. Universities, linguists and other interested parties should be encouraged to carry out research in the following areas:

a) how to motivate students to add standard English as a second dialect to their language repertoires

b) identifying, and/or developing effective tools for assessing students' language

c) identifying and/or developing effective teaching techniques for teaching ESD

d) within Native populations, examining, and providing baseline information about, Native English: i) grammar, ii) sociolinguistic rules underlying language usage (verbal/nonverbal), iii) functions of language.

Joy Wild volunteered to co-ordinate a research group on ESD for Native students. The activities of that group will be reported in the new newsletter. Anyone interested in becoming involved should contact Joy.

The ESD discussion groups recommended that TESL Canada establish a special interest group on ESD in general. Because this recommendation is beyond the Native focus of this report, we have not entered it here, but TESL Canada has been informed of the details.

Teachers and Teacher Training

The participants unquestionably considered teachers and their training central to the quality of language instruction in Native education. Participants from most areas mentioned problems with high teacher turnover, scarcity of experienced teachers and lack of specialized training for the needs of Native students. Most of the following recommendations were made at the small group discussion on teacher training; some were made in other sessions.

Six categories of personnel were outlined:

a) non-Native teachers who teach ESL

b) Native teachers of ESL

c) teachers of subjects other than language arts in Native schools

d) teachers of Native languages

e) Native teachers of all subjects

f) administrators, consultants and post- secondary teachers

The recommendations are aimed at all six, unless the recommendation specifies otherwise.

18. All teachers should have pre-service training that includes the study of:

a) the nature of language (first and second language acquisition, language usage, structure of English and Native languages)

b) the nature of dialects (grammar, sociolinguistics, functions of language, cultural use of languages)

c) programs and methodologies suitable for ESL and ESD students, classroom environments that encourage communication based on outside situations in which students communicate freely, and techniques for assessing language variation

c) alternative models of bilingual education and of the relationship between Native languages and English language teaching, including Native/non-Native team teaching

d) methods of teaching initial literacy in a first and second language, teaching language across the curriculum and teaching language in middle and high schools, English for special purposes such as the workplace, etc.

e) techniques for curriculum development

19. Opportunities for practice teaching in Native schools during pre-service training should be made available, and teacher trainees should be encouraged to take advantage of them.

20. Universities should encourage close co-operation between regular teacher training programs and those specially designed for Native students. All teacher trainers should be informed of issues and developments regarding language in Native education.

In-service training is essential to fill gaps in pre-service training, to keep teachers up to date on new ideas and to give teachers information about their particular teaching situation. Credit should be given for good in-service training. In-service and post-certification training should not lead to specialist certification in subjects such as ESL: such certification might tempt other teachers, who should also deal with language issues, to leave them to the "specialists".

21. *The Department of Indian Affairs, the ministries of education and school boards should ensure that clearly planned, sequential in-service training on all the topics in Recommendation #18 is provided to all teachers in Native schools. Teachers should be provided with standardized forms, on which the in-service training they have received can be recorded. This record should be used as proof of training for purposes of hiring and certification.*

22. *The Department of Indian Affairs, the Department of the Secretary of State, the ministries of education and the universities should co-operate to produce in-service training materials about language development, using videotape, film and other media, for teachers in Native education.*

A question was raised regarding the role that Native teachers of whom English is not the mother tongue should play in ESL and ESD teaching. It was agreed that, while all teachers should receive training in all aspects of language development, maybe personnel could be organized so that intensive ESL could be taught by mother tongue speakers of English. There are, however, strong reasons for having bilingual teachers in many classroom situations. Therefore, we have not made a recommendation on this issue but encourage consideration of the matter.

Concern was expressed about the status of Native teacher aides and Native language instructors. Steps must be taken to provide means by which they can use their training and experience as credits towards regular teacher certification. Native language instructors, unlike other teachers, have no means of

communicating among themselves across the country.

23. *Training for Native teacher aides and Native language instructors should be standardized, with the co-operation of teacher certification authorities, so that they can receive credit for their training and experience in working towards regular teacher certification. Their training studies should strike a balance among linguistic information, language teaching methodology and general pedagogy.*

24. *National and regional Native organizations, and training institutions for Native language instructors, should take steps to institute a national organization and newsletter for Native language instructors. The newsletter and other material should be developed with the view to informing parents, administrators and teacher trainers, as well as teachers.*

Curriculum and Materials Development

A great deal of discussion focussed on materials for language development in Native education. One recurring issue was the difficulty local schools have in learning about materials being developed elsewhere in the country.

25. *The new newsletter on language development in Native education should regularly report on materials available and being developed.*

It is crucial that materials developed for Native classrooms reflect the concepts and values of Native cultures. To articulate those concepts and values, to clarify their relevance for pedagogy and to document aspects of Native culture and language require much work.

26. *Universities and funding bodies which support research should give priority to research in the following areas:*

a) Native teaching and learning styles

b) Native values

c) Native traditional knowledge

d) culture-fair means of evaluating the skills and educational progress of Native children

e) contrastive analysis of English and Native languages

Summaries of existing research in these areas should be prepared for teacher trainers, curriculum developers, teachers and Native parents.

Funds and expertise are not available to publish Native education materials as visually attractive and technically competent as commercial materials.

27. *TESL Canada should explore funding for the development and publication of materials for language in Native education and report the findings in the new newsletter.*

It is important that local communities be involved in materials production. Some excellent materials development is being done on a small scale by bands and school boards, but much more is needed. All materials development work in Native education would be facilitated if developers, and potential developers, were given some guidance. Some of the problem areas are:

a) making good materials to develop oral skills in a first or second language

b) making sure that materials get distributed and implemented

c) getting local, provincial or national authorities to make explicit what they expect from materials

d) making teacher guide materials that can be used by inexperienced and undertrained teachers.

28. *Federal government agencies, ministries of education, Native organizations and universities should co-operate to produce guidance manuals on creating classroom materials for language development in Native education. These manuals should focus on topics such as:*

a) curriculum blue-prints on which materials development can be based, including clear but thorough statements of the pedagogical and social principles classroom materials should adhere to

b) ways in which materials can be tested and evaluated

c) ways to make materials culturally and linguistically relevant, student-oriented, and practical for both oral and written language learning

d) ways in which classroom materials can incorporate multimedia presentations, professional design features, and characteristics acceptable to commercial publishers

e) ways in which local community members and educators can and should be involved in materials production

f) ways in which materials can be used with appropriate "audiences", including in-service teacher training and presentations to community members, so that materials continue to be reprinted and used outside the classroom as well as inside it

g) characteristics of good teacher guides

Because teaching of ESD in Native schools is a newly recognized need, we especially recommend that research and materials development be focussed in that area.

29. *The Department of Indian Affairs, ministries of education and the universities should co-operate to research and develop guidebooks, programs and materials for teachers working with Native ESD students. These publications should emphasize opportunities to:*

    a) develop the students' home dialect

    b) expose students to standard English in meaningful communicative situations in which they can use language for a variety of functions

    c) develop good oral language skills

    d) develop awareness of dialect variations as valid forms of communication.

Funding

Several recommendations have been made here on specific funding needs. We also addressed funding for Native education in general, and identified the following areas in which funding problems frequently occur:

a) teacher positions -- getting personnel allocated to meet needs

b) materials development -- getting funds for development and good publication

c) program establishment -- getting funds to cover start-up coasts of new programs

d) funding for special programs for non-status Native people

e) the time and expertise required to get grant funding and to maintain funding over a period of years

f) funding being cut off or reduced because of political or administrative decisions unrelated to the success of the project

g) lack of accountability of a number of funding agencies to their constituencies

h) complications and variability in criteria for receiving grant funding.

We listed the following agencies which are likely sources of funding for programs related to language development in Native education:

The Department of Indian Affairs and Northern Development

The Department of the Secretary of State -- Indian Secretariat - Education Support Branch

The Social Sciences and Humanities Research Council

The Canada Council -- "exploration" programs

Ministries of Education

Other Provincial Ministries in charge of cultural development

Private firms

The Donner Foundation

The Irving and Sadie Bronfman Foundation

The Windsor Foundation

The Devonian Foundation

The Boreal Institute

The Arctic Institute

The Children's Book Centre and the Writers' Union of Canada might be useful sources of help in getting material published. Publishers should be approached to apply for grants to support the publication of manuscripts in Native education.

30. *TESL Canada should be requested to strike a committee to further examine the funding of language teaching in Native education, specially focussing on:*

    a) the needs of non-status Native people

    b) the need for support for the development and publication of materials for language development in Native education.

31. *TESL Canada should ask its member associations to establish working groups on ESL and ESD for Native education, addressing such issues as funding, teacher education, and educational needs and potential responses to them.*

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SOURCES AND MATERIALS

Journals

Algonquian and Iroquoian Linguistics

Quarterly newsletter with news, bibliography, and technical reports on languages and literatures of the Algonquian and Iroquoian language families. Please send information on programs and projects and on Native language materials (including traditional literature in Native languages *or* English).

Now in Volume 7. $3.50 for Volume 7, back issues volumes 4–6 $3.00 each, payable to Algonquian Linguistics. Send to:

John Nichols
Native Studies
Brandon University
Brandon, Manitoba

Anishinaabe Gligidowin

Occasional newsletter for Anishinaabe (Ojibwe, Odawa, Potawatomi, Saulteaux) language and culture teachers. Editorial contributions to John Nichols (see above), free subscriptions from:

Anishinaabe Gligidowin
American Indian Studies
Bemidji State University
Bemidji, MN 56601
USA

Materials

Kayas: The People

A collection of stories, photos - English, Cree Syllabics.

I CAN

Grade 1 TESL oriented program, used in Northland School Division.

Contact:

Sister Bernadette Gautreau
John D'or Prairie
Via Fort Vermillion, Alberta T0H 1N0

Language Development Handbook for Students with Limited Language Proficiency - elementary school (secondary school handbook in preparation)

Frontier School Division
693 Taylor Avenue.
Winnipeg, Manitoba R3M 3T9

Language Tests for Native Indian Students (report) - by Peg Klissner

Dr. Ian Cameron
Curriculum Co-ordinator
Ministry of Education
Parliament Building
Victoria, B.C. V8V 1X4
(604) 787-5031

Little Red River Reading Series

4 community readers - in English, produced locally, at a Grade 2 reading level, high interest.

Language Experience Posters. (Set of 16 - community drawn) Contact:

Little Red River Reading Society
John D'or Prairie
Via Fort Vermillion, Alberta T0H 1N0
Attention: Ian Sewall

Northern Lights School Board Materials

- core curriculum chart (wall size)

- outdoor education

- Checklist materials

- E.A.G.L.E. (oral language program for kindergarten/grade one) by Buan Barley

- Cree dictionary and dialect - by Colin Charles

Contact:

Northern Lights School Board
Prince Albert, Saskatchewan

Northern visual aids and booklets (in development). Contact:

Lois Dalbey
Academic Education Branch
Department of Northern Saskatchewan
Box 500
La Ronge, Saskatchewan S0S 1L0

Yukik bilingual program - based on Roach Van Allen approach. Contact:

Western Resource Centre
Anchorage, Alaska
USA

Guidebooks

Children's Book Publishing (Free Brochure). Contact:

Children's Book Centre
229 College Street
Toronto, Ontario

Publishing for Canadian Classrooms - $5.95. Contact:

Canadian Learning Materials Centre
Killam Library
University Avenue
Halifax, Nova Scotia B3H 4H8

Writers' Handbooks

- Writers' Union of Canada

- Canadian Author's Association

- $4.95

Available at most bookstores.